

2nd Grade Math COS Objectives	Textbook pages
1.) Demonstrate concepts of number sense by using multiple representations of whole numbers up to 1000, counting forward and backward by threes from a given number, identifying a number that is 100 more or 100 less than a given number, and differentiating between odd and even numbers.	81, 83, 99, 101, 391, 393, 395, 407, 409
2.) Apply the operations of addition and subtraction to solve problems involving two-digit numerals, using multiple strategies with and without regrouping.	177-183, 187, 193, 211-218, 227, 231
3.) Label equal parts of a whole using $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$.	269, 271, 273,
4.) Determine the monetary value of sets of coins and bills up to \$2.00.	109, 111, 113, 115, 121
5.) Create growing patterns.	
6.) Solve problems using the associative property of addition.	23
7.) Describe change over time in observable (qualitative) and measurable (quantitative) terms. <i>Examples: recognizing that a plant grew taller (qualitative, requiring observation); recognizing that a plant grew three inches (quantitative, requiring measurement)</i>	
8.) Describe attributes of two-dimensional (plane) and three-dimensional (solid) figures using the terms <i>side</i> , <i>surface</i> , <i>edge</i> , <i>vertex</i> , and <i>angle</i> . <ul style="list-style-type: none"> • <i>Identifying quadrilaterals, pentagons, hexagons, or octagons</i> • <i>Identifying line symmetry in plane geometric figures</i> • <i>Creating designs that exhibit line symmetry</i> • <i>Recognizing the results of changing the position (transformation) of objects or shapes by sliding (translation), turning (rotation), or flipping (reflection)</i> 	247, 249, 255, 257, 259, 261, 265
9.) Describe the route from one location to another by applying concepts of direction and distance. <ul style="list-style-type: none"> • <i>Following multistep directions to locate objects</i> • <i>Reading maps of the school environment</i> <i>Example: using a school map to tell how to get from the classroom to the office</i> <ul style="list-style-type: none"> • <i>Using grids for movement between points</i> 	325

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10.) Measure length in customary units, including inches, feet, and yards. • <i>Using metric units</i> • <i>Using appropriate tools, including rulers, yard sticks, meter sticks, or tape measures</i>	343, 345, 347
11.) Estimate weight and capacity by making comparisons with familiar objects.	363, 365, 367
12.) Tell time to the minute using analog and digital clocks.	291, 293, 295,
13.) Create displays for a given set of data using pictographs, tally charts, bar graphs, or single- or double-loop Venn diagrams, providing appropriate labels.	311, 313, 315, 319, 321, 327
14.) Determine if one event related to everyday life is more likely or less likely to occur than another event.	373, 375